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ABSTRACT

The purpose of this study was to ascertain if changes could be made in the teaching effectiveness of an experienced secondary physical education teacher by a colleague acting as the change agent. Both clinical and instructional models of supervision were used and goals were established on several criterion process variables that were monitored. Statistically significant improvements were not found on the variables monitored, but the overall process of instruction did improve. The teacher's attitude toward this type of supervision was favorable. Results lend credence to the trend of empowering teachers rather than administrators with more responsibility for improving instruction in public schools.
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The Use of Systematic Observation
By a Public School Supervisor:
Does It Make a Difference?

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Abstract

The purpose for this study was to ascertain if changes could be made on the teaching effectiveness of an experienced secondary physical education teacher by a fellow colleague acting so the change agent. Both clinical and instructional models of supervision were used and goals were established on several criterion process variables that were monitored. Statistically significant improvements were not found on the variables monitored, but the overall process of instruction did improve. The teachers attitude toward this type of supervision was favorable. Results lend credence to the trend of empowering teachers rather than administrators (school based management) with more responsibilities for improving instruction in public schools.

Introduction

There has been abundance of research illustrating that teacher effectiveness can be improved during preservice and induction phases of teacher preparation (Mancini, et. al., 1985; Paese, 1984; Siedentop, 1981). Most attempts by university teacher educators to improve the effectiveness of secondary teachers have not proven very successful.

To find an adequate, fair and efficient way to supervise and/or evaluate physical education, students who are not in athletics and/or extracurricular activities are unmotivated, uninvolved and at times incorrigible. In a subject area where a minority of students participate, can physical education be beneficial to a student's over-all development? If so, there must be an emphasis on its importance and value to the educational system. If the attitude of educators/administrators (including some physical educators) leaves the impression that physical education has little importance, the observation data is unimportant. Why include physical education in the education program? Although physical education can not be measured totally objectively (therefore, hard to measure its value or effectiveness), its long range importance and value has already been established. It has already been proven to be valuable and necessary to the development of students' total education process.

The significance of the study was through observation; whether students benefited and/or participated in physical

education classes; whether the instructor encountered disciplinary problems, unmotivated, and uninvolved students. The study explored teachers' methods and behavior in relationship to student behavior and teacher effectiveness. The purpose of the study was to ascertain if a change could be made in the teaching effectiveness of an experienced secondary physical education teacher by a colleague acting as the observer. The specific purposes of the study were as follows; 1) teacher's interaction with student in areas of behavior and feedback, 2) teacher's ability to manage and instruct, 3) student's participation and mastery of activity.

METHODS AND PROCEDURES

Subjects and Setting

A co-ed physical education class from a large suburban high school was used as the setting for the study. Approximately 105 students were involved in the co-ed physical education class. Also, involved was a physical education teacher with 5 years teaching experience. Archery and its objectives were being taught.

Observations and Data Collection

During pre-observation the "eye balling" method was used. Getting a feel of the class and the teacher's

relationship to the class was the main objective.

The instructional and clinical models of supervision with the interval recording system were used for the first observation. During this time a bad weather activity (volleyball) was being used. Concerns found through the observation were; 1) discipline, 2) disorganization, 3) high percentage of negative feedback, 4) lack of enough instruction, 5) too little activity, and 6) too much managerial time spent because of class size.

To help with student/teacher behavior during unorganized activities due to bad weather, the Interaction Analysis procedure was used, to help cut down on inappropriate student behavior by increasing teacher feedback through verbal and non-verbal responses. See Figure 1 and Appendix A for an example of the data collection instruments.

Figure 1 and Appendix A Goes Here

The interval recording system was also used for the second observation. The activity was different (archery), but because of the number of students little practice of skills occurred and little feedback was used. The first intervention was used at this time, and it was suggested that management time be cut in half, so instruction and activity time could increase.

The Interaction Analysis was again used, in hope of showing the teacher where the greatest percentage of verbal

and non-verbal responses were going. Interaction was defined as information given to students that would qualitatively improve and/or reinforce motor performance and/or behavior.

Results

The Interaction Analysis summary found that the teacher had a higher percentage of student behavior responses than there was praise and feedback. There was less concern for the verbal instruction by the teacher and/or student than for the positive feedback and behavioral responses by the student/teacher. The teacher was helped by identifying the problem, and therefore, she was able to help her instructions. See Appendix E/F for a summary of this analysis.

APPENDIX E/F Goes Here

In the third observation, the event recording was used and goals were established. The observation goals were to; 1) decrease instruction time, 2) increase feedback, 3) increase specific feedback, 4) change general positive to specific positive, 5) to keep managerial time stable or lower it by 10%. An example of the time analysis-teacher feedback analysis that was presented to the teacher is illustrated in

Figure 3.

FIGURE 3 Goes Here

The fourth and fifth observations were a comparison between the two and whether or not goals were accomplished. Instruction time did decrease and activity time increased. The feedback rate and the specific positive did increase. During the fourth observation which was during a bad weather day, instruction and activity time was limited and managerial time increased slightly. Over-all the goals were met.

Instructional, activity and managerial graphs were made to help the teacher evaluate and understand the information presented. The graphs showed the teacher the difference and extremes in each area. Each graph helped the teacher with organization; positive feedback; appropriate instruction time; and activities for student participation. The graphs showed the teacher how to set goals when a high percentage was present in any one area. Accumulated data from the time analysis instrument is illustrated in Figure 9.

FIGURE 9 Goes Here

Conclusion/Discussion

An accumulated graph was made to help piece together the information so that the teacher could better analyze and make her own deductions of its value and importance. The main accomplishment was that the teacher became aware of her behavior and how it effected the learning environment. With simple acknowledgements and feedback, the student/teacher behavior could change. With more organization teacher/students' negativeness was curved. The teacher was more effective in her instruction because the student responded in a more positive way. The teacher was more responsive to the observer because of who the observer (fellow colleague) was and because the observation was geared only to help the teacher not to make her feel insecure or threatened.

Teaching physical education at the high school level is difficult and hard to evaluate. But, if approached on a positive and realistic level of expectations, teaching can and does occur with a great deal of effectiveness. Physical education should be required of all students, regardless of the circumstances. Everyone in the educational forum (especially teachers, coaches and administrators) should be required to take courses in supervision, activity organization and instruction in physical education.

More teachers could help other teachers improve their teaching effectiveness if they were trained in supervision

(setting goals, conferences, etc.) rather than it coming from an administrator. Are we at the age for increased teacher empowerment? (School-Based Management)

REFERENCES

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APPENDIX E

SUMMARY

<u>Category One and Two: Praises From Teacher and/or Student</u>		Numbers
#2. demonstrates feelings of acknowledgement with physical contact, such as a pat on the shoulder		<u>3</u>
#3. an arm around the shoulder		<u>2</u>
#4. smile		<u>5</u>
#5. affirmative nod of head		<u>3</u>
#6. wink		<u>2</u>
<u>Category One and Two: Praises From Teacher and/or Student</u>		
#1. nodding of head or saying "un um, yes, good, etc..."		<u>6</u>
#2. a pat on the back suggesting to go on keep trying		<u>2</u>
#4. clap, raises eyebrows and smiles		<u>3</u>
	TOTAL	<u>26</u>
<u>Category Four: Teacher checking on Student Behavior</u>		
#1. asks questions with the intent that one or more students respond behaviorally in the cognitive, psychomotor, or affective domain		<u>4</u>
	TOTAL	<u>4</u>
<u>Category Six: Teacher gives feedback to Students' response to questions</u>		
#1. telling of facts for opinions as in lecturing, background, etc...		<u>5</u>
	TOTAL	<u>5</u>
<u>Category Eight: Teacher Response to Student Behavior</u>		
#1. the intent is to change student behavior from non-acceptable to teacher-acceptable pattern		<u>3</u>
#2. discipling		<u>5</u>
#5. sarcasm		<u>10</u>
#8. raise eyebrow		<u>3</u>
	TOTAL	<u>21</u>
<u>Category Nine and Ten: Students' response to Teachers' Behavior and/or another Students' Behavior</u>		
#1. one or more students demonstrate observable behavior in response to the teacher		<u>4</u>
<u>Category Nine and Ten: Students' Response to Teachers' Behavior and/or another Students' Behavior</u>		
#1. one or more students' self-initiated behavior toward teacher or toward other students		<u>10</u>

APPENDIX F

#2. student responses to another student	11
#3. behavior a result of own motivation	3
#9. move more slowly than usual	7
TOTAL	35

Category Eleven: Where loss of control and/or discipline can occur

#4. students attempting to move from one area to the next	8
TOTAL	8

(A) <u>CATEGORIES ONE AND TWO:</u>	Praise/feedback	26
(B) <u>CATEGORY FOUR AND SIX:</u>	Instruction/feedback	9
<u>DISCIPLINE</u>	Total	35
(C) (D) <u>CATEGORIES EIGHT:</u>	Teacher Response to Students' Behavior	21
(E) <u>NINE AND TEN:</u>	Students Response to Teacher/Student Behavior	35
(F) (G) <u>Eleven:</u>	Teacher Control and/or Discipline Skills	8
	Total	64

PRAISE/FEEDBACK

$$26 \div 99$$

$$26 \%$$

INSTRUCTION

$$9 \div 99$$

$$10 \%$$

DISCIPLINE

$$64 \div 99$$

$$65 \%$$

TEACHER - _____
 ACTIVITY - ARCHERY
 GRADE - 9TH AND 10TH

TIME ANALYSIS-TEACHER FEEDBACK

DATE 11-18-88 TIME STARTED 1:00 PM TIME FINISHED 1:30 PM

INSTRUCTION	ACTIVITY	MANAGERIAL
6:00	2:40	2:00
2:35	2:42	1:15
4:00	2:43	2:00
	3:05	1:45
<u>41 %</u>	<u>37 %</u>	<u>21 %</u>
<u>$12:35 \div 30 = 41 \%$</u>	<u>$11:10 \div 30 = 37 \%$</u>	<u>$6:15 \div 30 = 21 \%$</u>
		Av. MANAGERIAL EPISODE LENGTH <u>1:34</u> PER MINUTE
12:35	11:10	6:15

FEEDBACK STATEMENTS

	POSITIVE	CORRECTIVE	NEGATIVE
31 GENERAL	<i>llll llll ll</i> 22	<i>llll llll</i> 9	
26 SPECIFIC	<i>llll llll</i> 10	<i>llll llll llll i</i> 16	

FEEDBACK = 57
 FEEDBACK RATE = 1.9 PER MIN
 RATIO (POSITIVE TO NEGATIVE) = 1 TO 1
 % SPECIFIC FEEDBACK = 46 %

FIGURE 3

ACCUMULATED DATA

(INSTRUCTION - ACTIVITY - MANAGERIAL)

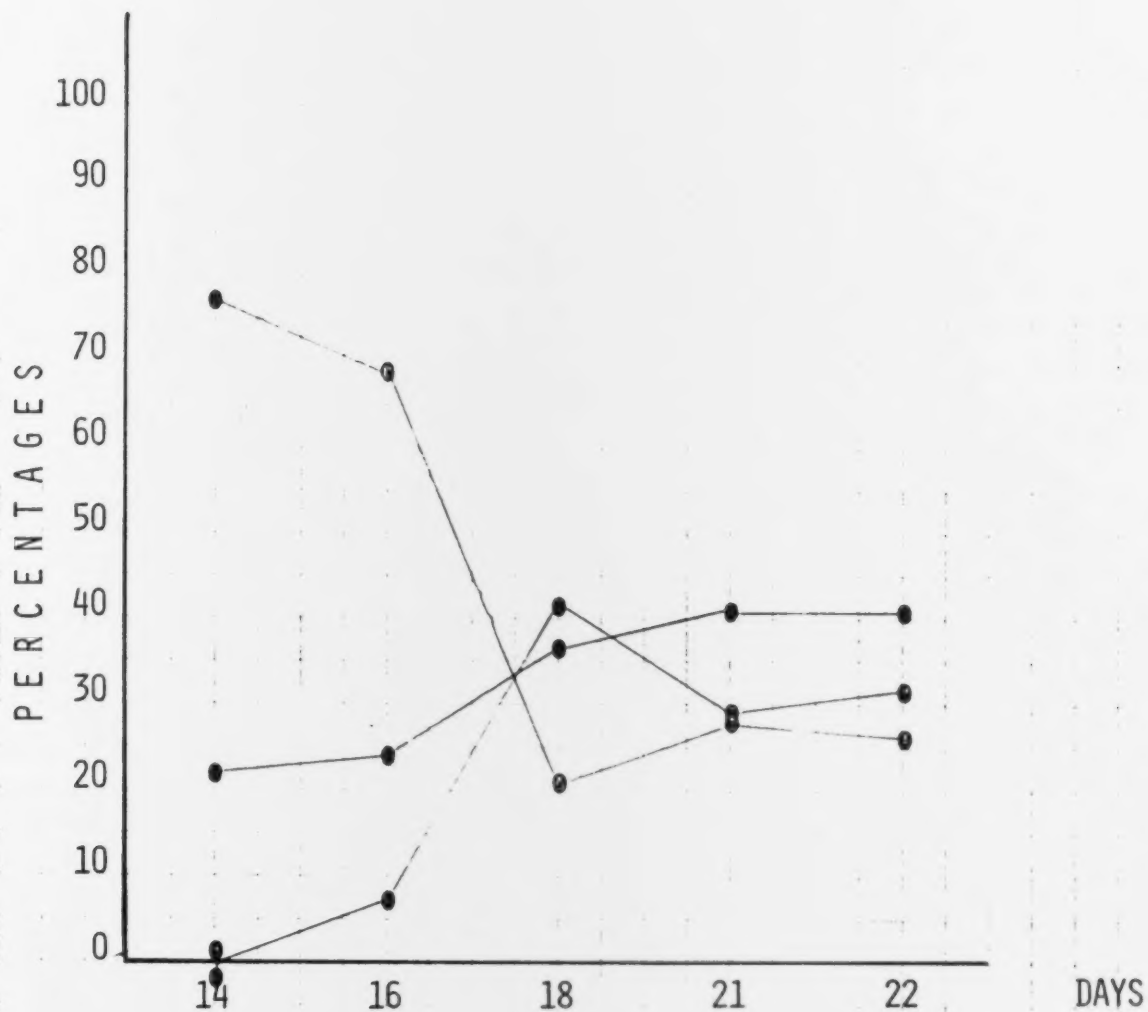


FIGURE 9

— INSTRUCTION
— ACTIVITY
— MANAGERIAL